Instructions for the Spring Language Census (Form R30-LC)

Reporting Year: 2004

California Department of Education
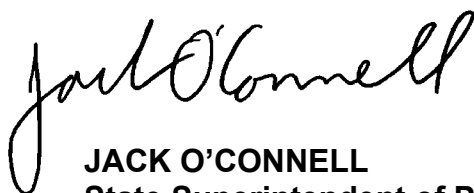Educational Demographics Office

December 2003

A Message from the
State Superintendent of Public Instruction

The Language Census in an annual collection of data about students whose primary language is not English and about staff who offer instructional services to these students. The data provide local education agencies and government organizations with important information on which to base their funding, research, program planning, and policy decisions. The Language Census also gives the public valuable facts about English learners and instruction in California's public schools.

March 1, 2004 is Language Census Information Day. On this day schools are asked to collect their annual data, which should be submitted to the California Department of Education no later than April 2, 2004.

Thank you for all your hard work. I appreciate your attentiveness to the accuracy of your data and your valuable efforts to support our students and our schools.

Jack O'Connell

JACK O'CONNELL
State Superintendent of Public Instruction

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What Is the Language Census?

The Language Census is collected each spring. The purpose of the survey is to collect background and programmatic data on students from non-English-language backgrounds enrolled in public schools in California and to collect data on the staff that provide services to English learners. These data are collected on the R30-LC form. The submission of the R30-LC is required by the California *Education Code* Section 62002 (52164) and federal case law.

Who Completes the Language Census?

Submission of the Language Census for each school is a district responsibility, and a form must be completed for every public school (grades kindergarten through 12). The following list shows the types of schools that are required to submit Language Census data:

- All traditional public schools
- California Youth Authority Education schools
- Charter schools (Required under federal case law)
- Juvenile Hall/Court schools
- County Community schools
- Community Day schools

Who Does Not Complete the Language Census?

The following types of schools do not submit Language Census data:

- Preschools
- Children's centers
- Adult schools
- Regional occupational centers
- State Special Schools

Changes to the Language Census for 2004

This year the format of the form and the instructions have been changed slightly to clarify data collection requirements. The first question of part 4 of the form, which collects data on parental waivers, has also changed. Rather than collecting data on all parental waivers submitted, the California Department of Education is collecting data only on parental waivers that acted on, either granted or denied. There have been two check boxes added to the form in part 5. The first check box indicates if there are teachers at the site who hold a CCTC bilingual, SDAIE, or ELD authorization but are not providing services directly to English learners in the core curriculum. The second box indicates if there are teachers who provide services to English learners at the school but are reported at another school.

Reference Materials

Additional resources to assist you in completing the Language Census are available at *http://www.cde.ca.gov/demographics/lc/*

These materials include:
- Instructions
- Forms
- Memorandums/letters from CDE
- Frequently Asked Questions (FAQs)
- Language Census coordinator information
- Software news/updates
- Record layouts
- Edit checks

Significant Dates - 2004

By February 13	Language Census coordinators receive materials from CDE
By February 27	Language Census coordinators train school staff in Language Census reporting procedures
March 1	Language Census Information Day
April 2	Language Census data due to California Department of Education
April 15	CDE notifies district superintendents if Language Census data are not received by this date
June 18	Final date to submit amendments to CDE

Contact Information

Data Submission Assistance
Dorothy Aicega (916) 327-0208 - *daicega@cde.ca.gov*
Shana Wise (916) 327-5927 - *swise@cde.ca.gov*

English Learner Program and Policy Information
David Dolson (916) 319-0266 - *ddolson@cde.ca.gov*
Jorge Gaj (916) 319-0268 - *jgaj@cde.ca.gov*

Data Submission Address

Educational Demographics Office
California Department of Education
1430 N Street, Suite 6308
Sacramento, CA 95814

Distribution of Materials and Data Submission Options

Distribution of Language Census Materials
The California Department of Education (CDE) is distributing all materials for completion of the Language Census directly to both county and school district offices. These local educational agencies (LEAs) will return the completed Language Census forms or electronic data for all the K–12 public schools they administer or to which they have granted charters.

Each LEA has designated a local contact to receive the Language Census data and to return the data to CDE. The LEA has also notified CDE of whether the data will be submitted on paper or LCDEA software. LEAs should contact this office if they wish to change their submission option.

In distributing the Language Census materials, CDE will provide each LEA with content that will vary according to decisions each LEA has made.

- LEAs choosing **paper submission** will receive, for each K–12 public school, one *Language Census, Spring 2004 Form*, one set of *Language Census Instructions*, one set of *Frequently Asked Questions,* one *List of Schools,* and one preprinted white label for each school. A CD-ROM containing Language Census Data Entry Assistant software and an electronic set of Language Census materials will also be provided for trial purposes.

- LEAs choosing **software submission** will receive one *CD-ROM* containing Language Census Data Entry Assistant software and an electronic set of Language Census materials, one *Language Census, Spring 2004 Form*, one set of *Language Census Instructions*, one set of *Frequently Asked Questions,* and one *List of Schools*.

- LEAs that anticipate having **no English learners (EL) or fluent-English proficient (FEP) students** enrolled as of March 1, 2004, will not receive any Language Census materials.

List of Schools
Your district will be provided with a list of schools that are expected to submit R30-LC forms. This list may be used to notify the California Department of Education of closed and/or inactive schools or school name changes or grade span changes. The county/district superintendent's signature is required for closed schools or school name changes. A signature is not required for grade-span updates. If there are any updates, the completed list may be returned with your district's R30-LC forms or faxed to the Educational Demographics Office at (916) 327-0195.

Internet Submission of No ELs or FEPs
If none of the schools in your district have English learners or fluent-English proficient students as of March 1, 2004, you may submit that information to this office over the Internet and eliminate your paperwork. To do this you will need your district's password and access to the Internet. Once on the Internet, go to
http://data1.cde.ca.gov/dataquest/lc_login.asp
and enter your password, then select the option to submit no EL/FEP data. Then follow the prompts on the screen. Do not submit any other Language Census forms or data to CDE once you have submitted this information via the Internet.

Software Submission
This year each district will be provided with a CD containing the Language Census Data Entry Assistant (LCDEA) software. Because of the size of the installation file, the software will no longer be available on the CDE Internet site. LEAs are strongly encouraged to complete and submit the census data using the LCDEA software. In order to use the software, you must have Internet access and Windows 95 (or later versions of Windows). The software is not Macintosh compatible. See Appendix B for an overview of the software. If you choose to use the software and submit your data via the Internet, you must ***NOT*** submit any paper forms to this office. For more information on using the software and to obtain software updates, please visit the Web site at ***http://www.cde.ca.gov/demographics/lc***

Return Information
Whether you use the LCDEA software or the paper form, the county or district office must submit data to the Educational Demographics Office on or before April 2, 2004.

If you are submitting your data on a paper form, affix the preprinted label to the R30-LC form where indicated at the top of page 1 if it has not already been affixed for you. If there is not a label for a school, see the instructions enclosed with the labels or make your own label containing the school's CDS code, county name, district name, and school name.

If you are using paper forms, submit them to:

Educational Demographics Office
California Department of Education
1430 N Street, Suite 6308
Sacramento, CA 95814

Glossary of Terms

Bilingual Crosscultural Certificates of Competence (BCC):
A California Commission on Teacher Credentialing (CCTC) credential that authorizes the holder to provide English-language development (ELD), specially designed academic instruction in English (SDAIE), and primary language instruction to English learners.

Bilingual Crosscultural Language and Academic Development (BCLAD):
A CCTC credential that authorizes the holder to provide ELD, SDAIE, and primary language instruction to English learners.

California Youth Authority (CYA) Education School:
The California Youth Authority is the last stop within the juvenile justice system and receives students adjudicated from the juvenile and adult court systems. The legislature established the Youth Authority as a statewide correctional school district, California Youth Authority Education, in 1997.

Charter School:
A charter school is a public school and may provide instruction in any of grades K–12. A charter school is usually created or organized by a group of teachers, parents, and community leaders or a community-based organization and is usually sponsored by an existing local public school board or county board of education. A charter school is generally exempt from most laws governing school districts, except where specifically noted in the law.

Community Day School:
Community day schools serve mandatorily and other expelled students, students referred by a School Attendance Review Board, and other high-risk youth. The laws specific to community day schools are in *Education Code* sections 48660-48667.

County Community School:
County community schools are operated by county offices of education to serve students in four categories: students who are expelled from their regular schools, students who are referred by a School Attendance Review Board (SARB) or at the request of the pupil's parent/guardian, students who are referred by a probation officer (pursuant to *Welfare and Institutions Code* sections 300, 601, 602, 654) or who are on probation or parole and not in attendance in any school, and students who are "homeless" children. The educational programs are authorized by *Education Code* sections 1980-1986.

Although many students graduate from county community schools, the programs are designed to help students in transition to an appropriate educational, training, and/or employment setting upon their release or after the court terminates its jurisdiction.

Crosscultural Language and Academic Development (CLAD):
A CCTC credential that authorizes the holder to provide ELD and SDAIE instruction to English learners.

Emergency Authorization for Bilingual Education:
A CCTC credential that authorizes the holder to provide ELD, SDAIE, and primary language instruction to English learners for a specified period of time (usually two years).

English Learner (EL):
Students for whom there is a report of a primary language other than English on the state-approved "Home Language Survey" and who, on the basis of the state-approved California English-Language Development Test (CELDT), has been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs.

Fluent-English Proficient (FEP) Students:
Students whose primary language is something other than English and who have met the district criteria for determining proficiency in English (i.e., those students who were initially identified as FEP and students redesignated from English learner to FEP). FEP students are reported every year as long as they are enrolled at the school.

Juvenile Hall/Court School:
Juvenile hall/court schools provide an alternative educational program for students who are under the protection or authority of the juvenile court system and are incarcerated in juvenile halls, juvenile homes, day centers, juvenile ranches, juvenile camps, or regional youth educational facilities. Students are placed in juvenile hall/court schools when they are referred by the juvenile court. County boards of education administer and operate the juvenile hall/court schools authorized by *Education Code* sections 48645-48645.7.

These programs meet the educational needs of students who have been incarcerated or placed in group homes, camps, or ranches as well as students who have been expelled from their home district schools because of a status offense or other infraction or behavior governed by the *Welfare and Institutions Code* or *Education Code.*

Language Code:
A language code is a two-digit number assigned to each primary language identified in California public schools. See Appendix A for the set of codes used in the Language Census.

Language Development Specialist (LDS):
A CCTC certificate that authorizes the holder to provide ELD and SDAIE instruction to English learners.

Primary Language:
A student's primary language is identified by the "Home Language Survey" as the language first learned, most frequently used at home, or most frequently spoken by the parents or adults in the home. Whenever American or another Sign Language is the only language other than English reported on the "Home Language Survey" **and/or** whenever there is a possibility that the student has a hearing impairment or other communicative disorder, the student should be referred to the local special education program for determination of appropriate assessment procedures.

Sojourn Authorization for Bilingual Education:
A CCTC credential that allows the holder (usually a foreign-exchange teacher) to provide ELD, SDAIE, and primary language instruction to English learners for a specified period of time.

State Special School:
State Special Schools are schools that provide intensive, disability-specific educational services for students who have visual or auditory impairments and whose primary learning needs are related to their visual or auditory impairment.

State Special Schools are statewide resources that offer expertise in the low-prevalence disabilities of visual and auditory impairments through innovative model programs, assessment, consultation and technical assistance, professional development, research and publications, advocacy, and outreach.

Supplementary Authorization for ELD and/or SDAIE:
An extended function authorization from CCTC that allows the holder to provide ELD and/or SDAIE instruction to English learners.

Submission, Contact, and Certification

Label Information
Make sure the label for each school is correct. If there has been a name change or a change in the County District School (CDS) code, please indicate the changes on the *List of Schools* and return the list to this office with your R30-LC forms. If the school is not in operation at the time the Language Census information is collected, return the form or label to this office with an explanation of why it is being returned or indicate the reason on the *List of Schools*.

Submission Options
- **If there are no English learners (EL) and no fluent-English proficient (FEP) students enrolled as of March 1, 2004:** Check the first box on page 1 of the R30-LC form. Then complete the contact information and certification and submit page 1 of the form to this office by April 2, 2004.

- **If there are one or more English learners (EL) and/or fluent-English proficient (FEP) students enrolled as of March 1, 2004:** Check the second box on page 1 of the R30-LC form. Then complete the contact information, certification, and parts 1–5. Submit the form to this office by April 2, 2004.

Contact Information
Print the name and phone number of the person completing the form and enter the current date. The contact person must be able to verify data entered on the form and to provide assistance to CDE staff if errors or inconsistencies are found with the data.

Certification of Language Census
If you are submitting your Language Census data using the LCDEA software, print out the "Certification of Electronic Submission of Language Census" letter, verify the totals, sign the form, and mail to CDE.

All forms submitted on paper must be signed or submitted with a signed cover letter certifying the accuracy of the data. If the district office compiles the school data, a cover letter certifying the accuracy of the data for all schools is acceptable in lieu of a certification signature on each form.

Primary Language Codes
Only those codes listed for the primary languages on page 1 of the R30-LC form may be used in parts 1 and 5.

English Learner (EL) and Fluent-English Proficient (FEP) Students (Part 1)

Report all EL and FEP students enrolled as of March 1, 2004. FEP students include those identified initially as FEP this year and in previous years as well as those students redesignated FEP this year and in previous years.

Part 1, Column a – Primary Language Name
Part 1, Column b – Primary Language Code
Enter the language name and code for each primary language, other than English, spoken by students identified as English learners and/or FEP at the school. Use only the languages and codes shown on the Primary Language Code list on page 1 of the R30-LC form and Appendix A of these instructions. Indicate a primary language or code only once in this section and combine all the students for that language on one line.

If a student has a primary language other than English and it is not on the list, enter code 99, *"All other non-English languages."* Combine all languages with a code of 99 onto one line.

Part 1, Column c – Type
This column indicates what data are reported on this row. "EL" or "FEP" are valid types.

Part 1, Columns d–r – Grade Level
Enter the number of all identified English learners and FEP students by grade level on the corresponding row of their primary language. Total each row and enter the sum in column (r). Count each student only once. Do not estimate and do not include English-only students. Do not enter any zeroes or use tally marks on this section of the form. Do not use pencil, use only dark ink if entering the data by hand.

If you are submitting on paper and there is insufficient space on the form for all the primary languages other than English spoken by students at the school, you may copy page 2 and include the copies as an attachment. Please write "Attachment" at the top of the page and make sure the school name or CDS code is on the attachment.

Part 1, Row 1 – Totals – EL
For paper submission, enter the total number of English learners by grade level for each of columns (d) through (r). Software users will have these totals automatically calculated. If additional pages are needed due to insufficient space, do not put a subtotal in this row; enter only the school's grand total of English learner students.

Note: The sum of the columns (d–q) should equal the sum of column (r) on line 1 for total ELs. This is a way to cross check the accuracy of your entry and calculations.

Part 1, Row 2 – Totals – FEP

For paper submission, enter the total number of FEP students by grade level for each of columns (d) through (r). Software users will have these totals automatically calculated. If additional pages are needed due to insufficient space, do not put a subtotal in this row; enter only the school's grand total of fluent-English proficient students.

Note: The sum of the columns (d–q) should equal the sum of column (r) on line 2 for total FEPs. This is a way to cross check the accuracy of your entry and calculations.

English Learners' Instructional Information (Part 2)

Part 2, Row 3 – Total English Learners from Part 1, Row 1, Column (r)

Enter the total number of English learners from part 1, row 1, column (r) of page 2. This step will not be necessary for software users.

Part 2, Section A – Number of English Learners Enrolled in Specific Instructional Settings

Report all English learners placed in instructional settings required by *Education Code* (EC) sections 300–340. Count each English learner only once and report him/her in the column that most closely describes the placement of that student.

> The total number of English learners reported in row 9 must equal the total number of English learners reported in part 1, row 1, column (r), of the R30-LC form. **If you do not enter the correct number in row 9, the form will be considered incomplete and may be returned for correction**. Software users will have these calculations automated and will be warned if the EL totals from parts 1 and 2 do not match.

Part 2, Row 4 – Structured English Immersion

These are classes where English learners who have not yet met local district criteria for having achieved a "good working knowledge" (also defined as "reasonable fluency") of English are enrolled in an English-language acquisition process for young children in which nearly all classroom instruction is in English, but the curriculum and presentation are designed for children who are learning the language. For example, a school district may organize its structured English immersion setting to accommodate those English learners who score at the beginning and intermediate levels on the CELDT (EC 305 and 306(a)).

Part 2, Row 5 – Alternative Course of Study

These are classes where English learners are taught English and other subjects through bilingual education techniques or other generally recognized methodologies permitted by law. The students enrolled have been (1) granted a parental exception waiver pursuant to EC 310 and 311; or (2) enrolled in any alternative education program operated under the

Superintendent of Public Instruction's waiver authority (EC 58509) when such an alternative for English learners was established specifically to waive one or more sections of EC 300 through 340; or (3) enrolled in a charter school program which offers any alternative course of study for English learners.

Part 2, Row 6 – English-Language Mainstream Class - Students Meeting Criteria

These are classes where English learners who have met local district criteria for having achieved a "good working knowledge" (also defined as "reasonable fluency") of English are enrolled and provided with additional and appropriate services. For example, a school district may organize its English-language mainstream setting (with additional and appropriate services) to accommodate those English learners who score at the advanced intermediate and advanced levels on the CELDT (EC 305; CCR T5 11301 and 11302).

Part 2, Row 7 – English Language Mainstream Class - Parental Request

These are classes where English learners who have not met local district criteria for having achieved a "good working knowledge" (also defined as "reasonable fluency") of English are enrolled in an English-language mainstream class and are provided with additional and appropriate services *on the basis of a parental request.*

*Note***:** *California Code of Regulations, Title 5* (CCR T5), Section 11301(b), permits a parent or guardian of an English learner to request, at any time during the school year, that a child placed in structured English immersion be transferred to an English-language mainstream class and be provided with additional and appropriate services. Enter in this column the number of English learners placed in an English-language mainstream class at the request of their parent or guardian.

Part 2, Row 8 – Other Instructional Settings

These are classes or any instructional settings other than those described in rows 4 through 7 of part 2. The instructional settings described in rows 4 through 7 are those explicitly authorized by *Education Code* sections 300–340.

Part 2, Row 9 – Total English Learners

Enter the sum of rows 4 through 8. Ensure that the total is the same as the total in part 1, row 1, column (r). For software users, the calculations will be made automatically.

Part 2, Section B – English Learners Receiving Instructional Services

Report all English learners receiving instructional services who have been placed in the instructional settings reported in part 2, section A, rows 4 through 8. Count each English learner once only and choose the row that most closely describes the services received by him/her.

The total number of English learners reported in row 16 must equal the total number of English learners reported in part 1, row 1, column (r), of the R30-LC. **If you do not enter the correct number in row 16, the form will be considered incomplete and may be returned for correction.** Software users will have these calculations made automatically and will be warned if parts 1 and 2 do not match.

Part 2, Row 10 – English-Language Development (ELD)

In this row, count English learners who receive at least one period of ELD instruction but none of the other instructional services noted in rows 11–13. ELD is English-language development instruction appropriate for the English learner's identified level of language proficiency. Such instruction is designed to promote the effective and efficient acquisition of listening, speaking, reading, and writing skills of English learners. In this row, count only those English learners receiving ELD instruction from teachers reported in part 5.

Part 2, Row 11 – ELD and Specially Designed Academic Instruction in English (SDAIE)

In this row, count English learners receiving, in addition to ELD as described in row 10, at least two academic subjects required for grade promotion or graduation taught through specially designed academic instruction in English (SDAIE). SDAIE is an approach used to teach academic courses, such as mathematics and social science, in English to English learners and is designed to increase the level of comprehensibility of the English-medium instruction. These English learners are not receiving primary language support or instruction as described in rows 12 and 13. Count in this row only those English learners receiving ELD and SDAIE from teachers reported in part 5.

Part 2, Row 12 – ELD and SDAIE with Primary Language Support

In this row, count English learners receiving, in addition to ELD and SDAIE as described in rows 10 and 11, primary language (L1) support for at least two academic subjects required for grade promotion and graduation. L1 support is the use of the student's primary language to clarify meaning and facilitate comprehension of academic content taught through SDAIE or mainstream English. L1 support is not the same as primary language instruction as defined in row 13. Count in this row only those English learners receiving ELD and SDAIE instruction from teachers reported in part 5 and who concurrently receive L1 support from the same or another instructor.

Note: Primary language support may be provided by any teacher or any bilingual paraprofessional who is supervised by a credentialed teacher. No specialized credentials or certificates are required.

Part 2, Row 13 – ELD and Academic Subjects Through Primary Language Instruction (L1)

In this row, count English learners receiving, in addition to ELD as described in row 10, at least two academic subjects required for grade promotion and graduation taught primarily through primary language instruction (L1). In kindergarten through grade 6, L1 instruction must be provided, at a minimum, in language arts (including reading and writing) and mathematics, science, or social science. In grades 7–12, L1 instruction must be provided, at a minimum, in any two academic subjects required for grade promotion and graduation. English learners reported as receiving L1 instruction may also receive SDAIE as described in row 11. Count in this row only those English learners who receive ELD and L1 instruction from teachers reported in part 5.

Part 2, Row 14 – Instructional Services Other Than Those Defined in Rows 10–13

In this row, count English learners receiving some type of instructional service that, while specifically designed for English learners, is an instructional service that does not correspond exactly to the program descriptions of rows 10–13. Instructional services reported on line 14 are those that vary either quantitatively and/or qualitatively from rows 10–13. For example, enter in row 14 English learners receiving only one period of SDAIE or primary language support or primary language instruction but not the two periods required for reporting in rows 11, 12, or 13.

Also enter in row 14 English learners receiving any services specified in rows 10–13 when those services are provided by a staff member other than an authorized teacher or teacher in training reported in part 5.

Also report in row 14 those English learners who do not receive any of the services described in rows 10–13 but who receive another type of instructional service specifically designed for English learners, such as an individualized educational program (IEP) developed for a special education English learner. English learners reported in row 14 may, but are not required to, receive the English learner instructional service from teachers reported in part 5.

Part 2, Row 15 – Not Receiving Any English Learner Services

In this row, count all the remaining English learners who have not been counted previously in rows 10–14. These English learners are not receiving any specialized instructional services as specified in rows 10–14.

Part 2, Row 16 – Total English Learners
Enter the sum of rows 10–15. Ensure that this total is the same as the total in part 1, row 1, column (r), and row 9 of part 2. This figure will be calculated electronically for software users.

Students Redesignated - Row 17 (Part 3)

Enter the total number of English learners redesignated as FEP since the last census (March 1, 2003). Include those who are no longer enrolled at the school (i.e., graduated or moved). These students are redesignated according to the multiple criteria, standards, and procedures adopted by the district and demonstrate English language proficiency comparable to that of average native English speakers.

Note: All currently enrolled redesignated FEP students are to be included in part 1 FEP counts. In future years, continue to count these FEP students in part 1 if still enrolled in the school.

Parental Waiver of English-Language Classrooms (Part 4)

Pursuant to *Education Code* (EC) sections 310 and 311, school districts are required to process waiver requests from parents or guardians of English learners who petition for enrollment in a bilingual education class or other generally recognized alternative course of study. On rows 18 and 19, enter all new and renewal waiver activity that has been acted on since the last census on March 1, 2003. Include in the counts waivers that were submitted before and were pending on March 1, 2003, but processed (transacted) after March 1, 2003.

Note: A waiver granted under EC 310 and 311 is not the same as a parental request reported in part 2A, row 7. Parental requests refer to solicitations on the part of parents or guardians to have their child transferred from a structured English immersion setting and placed in an English-language mainstream class and provided with additional and appropriate instructional services as authorized by CCR T5, 11301(b).

Part 4, Row 18 – Parental Waivers Granted or Denied
Enter the total number of new and renewal parental waivers that have been granted or denied since the last census on March 1, 2003, pursuant to EC 310 and 311.

Part 4, Row 19 – Parental Waivers Granted
Of the total number of new and renewal parental waivers reported on row 18, enter the total number of parental waivers that have been <u>granted</u> since March 1, 2003.

Note: The number reported in row 19, total parental waivers granted, may <u>not</u> be greater than the number reported in row 18, total parental waivers granted or denied. In row 18 include all waiver activity, new and renewal, including those waiver requests submitted before March 1, 2003, but where a decision that was pending on March 1, 2003, was eventually transacted after March 1, 2003 (granted or denied). In Row 19 include all

waivers; new, renewal and pending, that were granted after March 1, 2003.

Teachers and Bilingual Paraprofessionals Providing Services to ELs (Part 5)

Part 5 reflects the staffing requirements for services to English learners as described in the *2003-2004 Coordinated Compliance Review (CCR) Training Guide.*

> <u>**Report only those teachers providing services in the core curriculum to English learners**</u> counted in part 2, rows 10 through 14.
>
> If a teacher holds a CCTC bilingual, SDAIE, or ELD authorization and is **not providing services directly to English learners** at the school, **do not report the teacher** in part 5.

Count each teacher and paraprofessional (aide) only once. If a teacher provides both primary language instruction **and** ELD and/or SDAIE, <u>count him/her only once in section A</u>. If a teacher holds a bilingual authorization and provides only ELD and/or SDAIE, <u>count him/her in section B</u>. Report persons in whole numbers regardless of full-time or part-time status (no fractions or decimals). If a teacher or aide works at more than one school, report the person at the school in which he or she spends the majority of time providing instruction. If the teacher or aide spends an equal amount of time at more than one site, choose only one site and report all of their time at that site.

Part 5, Section A – Teachers Providing ELD Primary Language Instruction to English Learners and Bilingual Paraprofessionals Providing Services to ELs
Identify the number of teachers who provide primary language instruction to students who were counted in part 2, row 13. In some cases students may be counted in rows 10–12 and 14. If a teacher provides primary language instruction in more than one language, choose the language in which he/she instructs the most. Do not report this teacher more than once, do not use decimals to report the time, and do not list both languages on one line as a combination.

Part 5, Rows 20–27, Columns a and b – Language of Instruction
Enter the two-digit language code and language name for each language of instruction provided to English learners by a teacher and/or paraprofessional (aide). The language codes and names used in this section must correspond to the language of the English learners who were reported in part 1 and part 2B. Only the languages reported in part 1 that have corresponding English learners may be reported in this section. For example, do not enter the language Vietnamese if there are no Vietnamese English learners reported in part 1. Please refer to the last page of these instructions or page 1 of the R30-LC form for a list of language codes and names.

Part 5, Rows 20–27, Column c – Teachers with a CCTC Bilingual Authorization

Report the number of teachers who provide primary language instruction to English learners and who have:

- Valid CCTC Bilingual Crosscultural Language and Academic Development (BCLAD) certificates;
- Bilingual Crosscultural Certificates of Competence (BCC); or
- Other CCTC authorization for bilingual education, including emergency or sojourn authorizations.

Part 5, Rows 20–27, Column d – Teachers in Training for a Bilingual Authorization

Report the number of teachers in training who provide primary language instruction to English learners. Teachers in training are teachers who, on an interim basis, have been teamed with a bilingual paraprofessional (aide) to meet the primary language instruction staffing need in response to a district shortage of qualified bilingual teachers or teachers who are documented to have the required language skills of the English learners (i.e., authorized foreign-trained teachers providing content instruction in the native language) and who are not teamed with an aide. Each teacher should have completed or be currently enrolled in training that will qualify him or her for a bilingual authorization issued by CCTC. A description of the training program for these teachers should be included in the district's *Plan to Remedy the Shortage of Qualified Staff* or the most current *Staffing Plan Annual Report.*

Part 5, Rows 20–27, Column e – All Bilingual Paraprofessionals (aides)

Report the number of all bilingual paraprofessionals providing primary language support to English learners reported in part 2, rows 12 and 13, and in some cases row 14. All paraprofessionals should meet district criteria that ensure paraprofessionals (1) are able to speak, understand, read, and write English and the primary language of the English learners; and (2) are familiar with the cultural heritage of the English learners.

Part 5, Row 28 – Total L1 Teachers

Enter totals for rows 20–27 to indicate the total number of teachers for columns c and d. Also in row 28 enter the total number of bilingual paraprofessionals. For software users, this calculation will be made electronically.

Part 5, Row 29 – Total Teachers Providing Primary Language Instruction

Enter the total number of teachers providing primary language instruction to English learners enrolled in the school (the sum of row 28, column c and column d). For software users, this calculation will be made electronically.

A teacher should not be counted more than once in part 5. The total entered in row 29 should not represent a duplicate count of teachers.

Part 5, Section B – Teachers Providing ELD and/or SDAIE Instruction to English Learners

The purpose of part 5, section B, rows 30–32, is to collect data on teachers providing SDAIE and/or ELD exclusively. In cases where teachers provide SDAIE and/or ELD in addition to primary language instruction, these teachers should be reported in part 5, section A, rows 20–27 only. Do not report any teachers who provide primary language instruction in part 5, section B, rows 30–32.

Part 5, Column a – SDAIE and ELD

Report the number of teachers who provide both SDAIE and ELD in column (a). Do not report teachers in column (a) if you have already reported them in section A, rows 20–27, as providing primary language instruction.

Part 5, Column b – SDAIE Only

Report the number of teachers who provide only SDAIE in column (b). Do not report teachers in column (b) if you have already reported them in section A, rows 20–27, as providing primary language instruction.

Part 5, Column c – ELD Only

Report the number of teachers who provide only ELD in column (c). Do not report teachers in column (c) if you have already reported them in section A, rows 20–27, as providing primary language instruction.

Part 5, Column d – Total by Authorization/certificate (columns a + b + c)

Enter the sum of columns (a) + (b) + (c). These calculations will be made electronically for software users.

Part 5, Row 30 – Teachers with a CCTC Authorization (CLAD or equivalent)

Include teachers who hold any valid CCTC authorization for ELD and/or SDAIE, such as:

- Crosscultural Language and Academic Development (CLAD);
- Language Development Specialist (LDS); or
- Supplementary authorization.

Also include any teachers who hold a CCTC bilingual teaching authorization (BCLAD, BCC, Emergency, and Sojourn) and who are assigned to provide ELD and/or SDAIE but not primary language instruction.

Part 5, Row 31 – Teachers with Senate Bill 1969 (or SB 395) Certificate of Completion

Include teachers who hold a Senate Bill (SB) 1969/395 certificate of completion of staff development training.

Part 5, Row 32 – Teachers in Training for SDAIE or ELD Teaching Authorization

Include teachers in training who provide SDAIE to English learners and who are enrolled in either CLAD training or an SB 1969/395 staff development program with an SDAIE focus. Also include teachers in training who provide ELD to English learners and who are enrolled in either CLAD training or an SB 1969/395 staff development program with an ELD focus for self-contained classroom instruction.

Note: Include any teachers in training for a CCTC bilingual teaching authorization (BCLAD, BCC, Emergency, and Sojourn) and who are assigned to provide ELD and/or SDAIE but not primary language instruction.

Part 5, Row 33 – Total Teachers Providing ELD and/or SDAIE Instruction to English Learners

Enter the sum of rows 30–32. For software users, this calculation will be made electronically.

Part 5, Section C – Summary of Teachers Providing Instructional Services to English Learners

This section summarizes data reported above. The summary should help you verify that no teachers have been counted more than once. Duplicate counts have been the most frequent error in part 5 in prior years.

Note: For software users, section C will be completed electronically.

Part 5, Row 34 – Total Number of Teachers Providing Instructional Services (Sum of Row 29 and Row 33)

Enter the sum of rows 29 and 33.

The following list contains the primary languages and codes used for completing the Language Census form R30-LC, parts 1 and 5. Only the language codes listed below may be reported on the R30-LC form. Please do not enter language codes created for your individual school data systems.

Primary languages not listed below are assigned code 99 (all other non-English languages). On part 1 of the R30-LC form, aggregate all the students assigned code "99" on one row only.

There have not been any changes made to the Language Code list for 2004.

Whenever American or another Sign Language is the <u>only</u> language other than English reported on the Home Language Survey **and** whenever there is a possibility that the student is deaf or hard of hearing or has a suspected hearing loss, the student should be referred to special education for determination of appropriate assessment procedures.

If there is a language not listed below that is spoken by five or more students designated as EL or FEP students at your school, contact Dorothy Aicega in the Educational Demographics Office at (916) 327-0208. It is possible that new language codes will be added in future years.

Code/Language	Code/Language	Code/Language
11 Arabic	21 Hebrew	41 Polish
56 Albanian	22 Hindi	06 Portuguese
12 Armenian	23 Hmong	28 Punjabi
42 Assyrian	24 Hungarian	45 Rumanian
58 Bosnian	25 Ilocano	29 Russian
13 Burmese	26 Indonesian	30 Samoan
03 Cantonese	27 Italian	52 Serbo-Croatian (Serbian)
36 Cebuano (Visayan)	08 Japanese	01 Spanish
54 Chaldean	09 Khmer (Cambodian)	46 Taiwanese
20 Chamorro	50 Khmu	32 Thai
39 Chaozhou (Chiuchow)	04 Korean	57 Tigrinya
14 Croatian	51 Kurdish (Kurdi, Kurmanji)	53 Toishanese
15 Dutch	47 Lahu	34 Tongan
16 Farsi (Persian)	10 Lao	33 Turkish
05 Filipino (Pilipino or Tagalog)	07 Mandarin (Putonghua)	38 Ukrainian
	48 Marshallese	35 Urdu
17 French	44 Mien (Yao)	02 Vietnamese
18 German	49 Mixteco	99 All other non-English languages
19 Greek	40 Pashto	
43 Gujarati		

Appendix B – Software Instructions

Quick Guide to the Language Census Data Entry Assistant 2004

This quick guide is for users of the Language Census Data Entry Assistant that is distributed on a CD.

In order to use the software, you must have Internet access and Windows 95 (or later versions of Windows). The software is not Macintosh compatible.

Introduction	This document is intended to be a short explanation of the steps necessary to use the Language Census Data Entry Assistant (LCDEA) software to complete the Language Census forms.
Step 1 Instructions and forms	Review the instructions and forms that were sent out with this disk.
Step 2 Install the software	Refer to the instructions on the CD cover and follow the prompts to install the LCDEA software.
Step 3 Start the software	To start the LCDEA software, press the "Start" button, then the "Programs" options. Select the "Language Census" program group and click on the "LCDEA" icon. The first time the software starts, it will prompt you for your district so that it can pre-load your district's schools.
Step 4 Gather data	Review the forms to determine which data you need from each school. Some school districts have the data available centrally, and other districts must collect it manually each year from the schools in the district. The way you use the LCDEA will depend on how your district has the data available. Options: **4.a Paper reports are available from each school.** You will need to ensure that all the data you need for each school are available on the paper reports. If some data are missing, you will need to collect it from the appropriate source. Once all data have been collected, go to Step 5. **4.b Data are not available centrally and must be collected from each school.** You will need to make copies of the R30-LC form for each of your schools by copying the form provided by CDE or by printing forms from the Internet at ***http://www.cde.ca.gov/demographics/lc***. You may also use the LCDEA to print out a blank R30-LC form for each school. To do this, use the "Reports," "R30-LC Form" option from the menu. Then select the school(s) you wish to print and click on the "Print" button. The forms may then be distributed to each school with instructions to complete the form. Once the forms have been completed, go to Step 5. **4.c Data are available electronically at the district.** If the data are available in an electronic format, the data may be imported into the LCDEA without data entry. The data must be in the format specified by the software. The format is available at ***http://www.cde.ca.gov/demographics/lc/lclayout2004.pdf***. You may also view the layout from within the LCDEA software by using the "Help" option, then looking under "File Layout."
Step 5 Entering data into the LCDEA	Enter the district contact information by using the "Edit," "Edit District Contact/Certification" option. **For those districts that used Step 4.a or Step 4.b.** For each school, enter all data for parts 1 through 5. Use the "Edit/Select school" option from the menu. To enter the data, select the school you wish to work on by highlighting and clicking on the school. You may also search for the school by name or code. Once you have selected your school, press the "Edit R30 form" button and enter data for each part by clicking on the appropriate tabs. After you have returned to the "Select school" form, you may view any generated errors by clicking on the "View Errors" button. For those schools that have no EL or FEP students, check the "No EL/FEP" check box. If there were redesignated FEPs or parental waiver information to report, fill out part 3 and/or part 4, as appropriate. Otherwise, no further information is required for the school.

	For those districts that used Step 4.c.
	If you have the EL/FEP data available in electronic format, you must match the format to the published format for the EL/FEP data.
	Use the "File," "Import data" option to load your existing data into the LCDEA. If any preliminary errors have been identified which prevent loading the data, print out the error report and resolve the errors. Once all preliminary errors have been identified and corrected, load the data into the LCDEA.
Step 6 Check data for errors	Run the error report by using the "Reports," "Error Report" option. If errors exist, print out the report and use the report to resolve the errors. You may also want to print the "Explanation of Errors" report by using the "Reports," "Explanation of Errors" option. This report explains in more detail each edit check. The Language Census Edit Checks are available on the Internet at ***http://www.cde.ca.gov/demographics/lc.*** All errors must be resolved before submitting the data. All "Warnings" should be reviewed. "Warnings" will **not** prevent data submission. Use the "Edit," "Edit/Select school" option to correct identified errors.
Step 7 Verify data and print reports	You may wish to print out individual copies of the R30-LC form for each school and/or any of the district-level reports that are available in the LCDEA. You may review these reports for accuracy prior to submitting the data to the California Department of Education (CDE) in Step 9.
Step 8 Submit data	Once all "Errors" have been resolved and "Warnings" have been reviewed, you are ready to submit your data to CDE. The submission of data relies on an active Internet connection. Use the "File," "Submit data via Internet" option. Verify the "district contact/certification" information, then click on the "Submit data" button. After the "Submit data (via Internet)" screen displays, click on the "Submit data" button. When the data are uploaded to CDE, you will be notified. At this point, you will print out the "Certification Letter," complete the "Certification Letter," and mail it to CDE. Note: Your Internet connection must have FTP capability in order to upload the data. If you cannot successfully submit your data by Internet, you may e-mail your data to: *pwilburn@cde.ca.gov.*
Step 9 Backup data	Once your data have been sent to CDE, please back up your data to a diskette for safekeeping by using the backup option that is available when you exit the LCDEA software. We recommend that you keep the LCDEA software on your PC until mid-July in case CDE staff have any questions or the data have not been correctly transmitted to CDE. To remove the LCDEA software, use the original LCDEASET.EXE program. You will be prompted to remove the software. You may also manually remove the LCDEA program by deleting the C:\LC2003 subdirectory (or if you did not use the default installation subdirectory, delete the subdirectory in which you installed the LCDEA).